

ST JOSEPH'S  
CATHOLIC SCHOOL  
CLARE, SOUTH AUSTRALIA  
Rec – Year 9



*To live, to learn, love in all things*



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## FROM THE PRINCIPAL

On behalf of Fr Kieran, the School Board and our St Joseph's School community, I welcome you.

We are very proud of our school and look forward to sharing some of its many benefits for you, your child and your family through the information contained in this booklet.

Our St Joseph's School is a community faithful to the example of Jesus and our Josephite heritage. We focus on developing a welcoming, supportive community, which actively nurtures resilient, confident and educated young people. As a Catholic school we welcome and value all families, regardless of faith, and aim to provide high quality teaching and learning through a broad educational program based on Christian values.

*"It is our aim to support families in faith education and to nurture the development of children to their full potential in an atmosphere of Christian love, care and responsibility." (SACCS Policy)*

Our school is part of a larger parish community, whose support we value greatly. We also value the support and involvement of parents in a wide variety of ways and offer in return our considerable skills and commitment as Catholic educators towards supporting your family.

Again, I warmly welcome you to our community and look forward to assisting you further.

Kind regards,

Peter Shearer  
Principal



***We have a deep love of God, a welcoming community,  
a commitment to justice, and a thirst for learning.  
We invite you to travel this journey with us.***

## OUR STORY

In the introduction to 'Cottages and Cameos' of Clare, we read, "Clare began settlement as a town in 1841/42.....the area was proclaimed a District Council in 1853, and the township a municipality in 1868". (p3).

The first recorded attempt to establish a school in Clare was made on January 13th, 1849, when an open meeting resolved to open a school based "on liberal principles and in such a manner that it should not interfere with the religious prejudices of any party."

By the time Clare had achieved local government our school was already well under way. As no separate building or residence was available, Bishop Murphy provided a large room attached to the Church for use as a school room. A house was also provided for the first school-master and his family. William Lennon successfully applied for the position of schoolmaster along with another applicant, Mr Benson. In those early days, the enrolment at the school was 30. There were 45 children in the town. The parents paid as much as they could to support their schoolmaster and his family.

William Lennon was a well-respected member of the community, bringing much life and enthusiasm to any project. He died at the age of 72, on February 16th, 1895. He and his family are buried in St. Michael's Catholic Cemetery, the headstone for whom is preserved in the wall of our playground - a reminder to us of our beginnings.

On June 10th, 1869, the Sisters of St Joseph took up residence in Clare. In 1869 the Congregation of the Sisters of St Joseph was still in its relative infancy, having been founded just three years prior in March 1866, by Mother Mary of the Cross MacKillop and Father Julian Tenison Woods.

The convent in Clare was attached to the rear of the original church. It was also at this time that the school's name became 'St Joseph's' following a custom initiated by Father Tenison Woods, whereby the places where the Sisters lived and worked were to be dedicated to the care of St Joseph.

For many years the Sisters provided classes for secondary students as well as primary aged children. Classes up to Intermediate (Year 10) level were available until 1967. It was also at this time that the school employed its first lay teacher. The Sisters also taught music to many pupils.

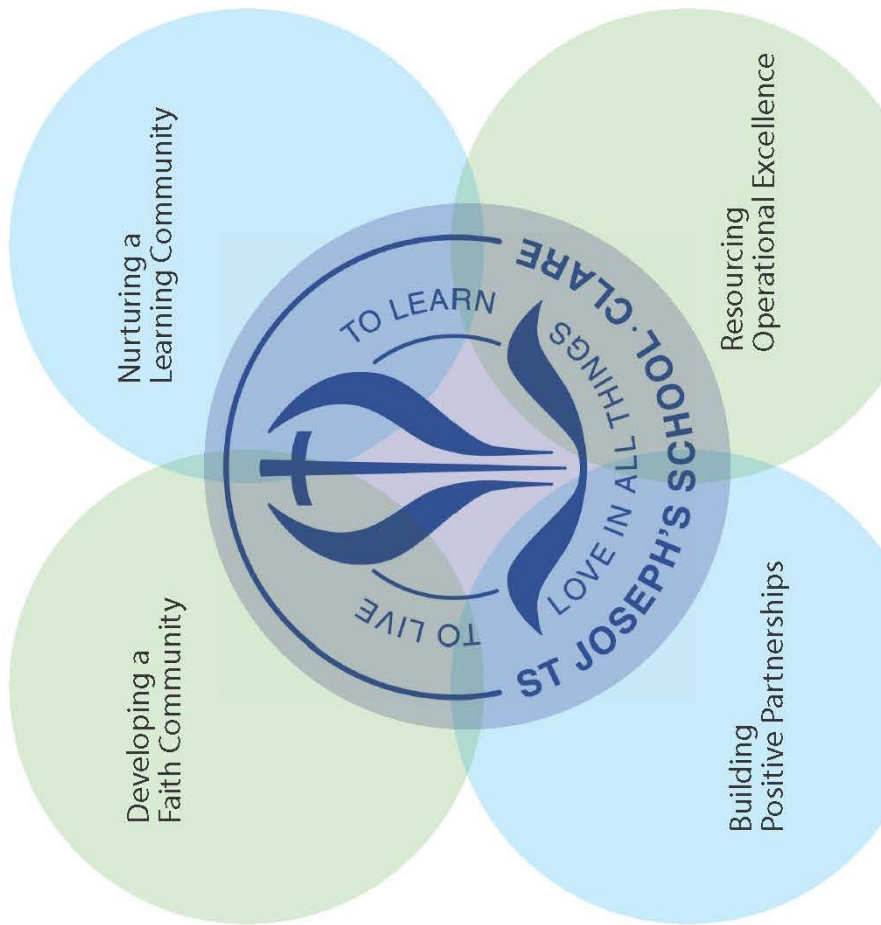
In 2019, we proudly celebrated 150 years as a Josephite school. The growth and vitality of our school bears testimony to the generosity, dedication and hard work of this parish community from its earliest beginnings right up to the present day. We look forward with confidence to its continuing growth in the future.

Our school expanded to Middle Schooling in 2022, offering education through to Year 9.





# SCHOOL STRATEGIC PLAN 2021-2023



## CORE VALUES

<b>CELEBRATION / HUMOUR</b> "We feel good about ourselves"	<b>COLLEGIALITY</b> "We work together and support each other"	<b>CONTINUOUS IMPROVEMENT / INNOVATION</b> "We strive to be better"	<b>LIFELONG LEARNING</b> "We will never stop learning"	<b>MUTUAL RESPECT</b> "Everyone has something to offer"	<b>OPENNESS</b> "We can discuss and value our differences"	<b>RESPONSIBILITY FOR SUCCESS</b> "We are ultimately responsible for our own success"	<b>RISK TAKING</b> "We learn by trying something new"	<b>SHARED GOALS</b> "We know where we're going"	<b>SUPPORT</b> "There's always someone there to help and be helped"
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Revised 03/11/20



# SCHOOL STRATEGIC PLAN 2021-2023

St Joseph's School is faithful to the example of Jesus and its Josephite heritage. We acknowledge that our school is built on Ngadjuri land. In partnership with parents, caregivers, families, staff and the parish and wider community, the school is committed to the development of thriving people, capable learners and confident leaders who will work toward their goals and develop an openness to faith, lifelong learning and service to the community.



1 Building a Faith Community	2 Nurturing a Learning Community	3 Building Positive Partnerships	4 Resourcing Operational Excellence	EXIT OUTCOMES
<p>Inspired and informed by the Josephite charism, our school will ensure that the religious dimension of the school is provided with resources, coordination and leadership which is vital, focused and authentic.</p> <p>1.1 Continue to nurture the Josephite charism.</p> <p>1.2 Explore and nurture relationships between school, families, parish and wider community.</p> <p>1.3 Provide opportunities for our school community to actively engage in and develop their faith.</p> <p>1.4 Continue to educate and develop staff as engaging and dynamic religious educators.</p> <p>1.5 Use the ReLAT data to inform teaching practice.</p> <p>1.6 Draw on the Laudate Si Encyclical to guide ecological conversion.</p>	<p>Our school is committed to ongoing and continuous improvement in learning outcomes.</p> <p>2.1 Drive academic performance through research and implementation of best practice in line with the Australian Curriculum.</p> <p>2.2 Regularly review assessment data to inform best practice and facilitate improvements in student learning outcomes.</p> <p>2.3 Provide ICT training and systems that enable students to engage actively across the curriculum and have the skills necessary to thrive in the 21st century.</p> <p>2.4 Educate and support our students and families to be respectful and responsible digital citizens.</p> <p>2.5 Ensure teaching methodologies are inclusive and cater for a variety of learning styles.</p> <p>2.6 Continue to educate &amp; develop staff as engaging and dynamic educators.</p> <p>2.7 Continue to engage in wellbeing programs that best support our learning community to be active and healthy individuals.</p> <p>2.8 Provide a variety of experiences in the creative arts.</p> <p>2.9 Continue to expose our school community to a variety of inter-cultural experiences and globally sustainable practices.</p>	<p>Build and sustain positive relationships.</p> <p>3.1 Continue the implementation of <i>You Can do It!</i>, recognise and celebrate the development of student personal responsibility.</p> <p>3.2 Continue to implement <i>Be You</i> and support personal responsibility and wellbeing in our diverse community.</p> <p>3.3 Inspire people to be the best version of themselves through celebrating successes, achievements, excellence of the school community.</p> <p>3.4 Continue to develop partnerships with the wider community that support inclusion, wellbeing, diversity and Indigenous cultures.</p>	<p>Our school, through its policies, procedures and practices, will excel in its governance and accountability requirements ensuring the safety and wellbeing of all.</p> <p>4.1 Manage all school resources effectively &amp; efficiently.</p> <p>4.2 Continue to revise and implement a maintenance plan which includes replacing/upgrading and servicing school infrastructure.</p> <p>4.3 Implement the School Facilities Master Plan, through an environmental lens, to maximize student outcomes.</p> <p>4.4 Action Workplace Health and Safety procedures as per Catholic Education SA guidelines.</p> <p>4.5 Ensure that Rural and Regional issues are actioned in a meaningful and proactive way.</p> <p>4.6 Implement policies and procedures for the transition to a new Middle School.</p> <p>4.7 Research and develop the curriculum and infrastructure for optimal Middle School education and implementation.</p> <p>4.8 Continue to develop our policies, procedures and practices to ensure they foster, reflect and value respect and inclusion within our school community.</p>	<ul style="list-style-type: none"> <li>• Be spiritually aware and inspired by faith.</li> <li>• Be happy, confident, thriving, resilient, self-managed individuals.</li> <li>• Be competent, collaborative, skilled and lifelong learners.</li> <li>• Be literate, numerate and effective communicators.</li> <li>• Be knowledgeable, inquisitive and innovative.</li> <li>• Be socially responsible with regards to relationships between themselves and others.</li> <li>• Be confident and careful creators and users of ICTs.</li> <li>• Be environmentally responsible and ecologically aware.</li> <li>• Have an understanding and appreciation of diverse cultures and be globally minded.</li> <li>• Be active and healthy individuals.</li> </ul>

Revised 03/11/20

## ENROLMENT

St Joseph's School exists to provide a quality Catholic Education for students in Reception to Year 9.

- † Our school endeavours to provide an environment that is an extension of the home so that each child feels that he or she is a part of the wider community. This environment is one where the child can feel comfortable, secure, respected as a person and find value in his/herself through respect shown to them.
- † Our school strives to foster a sense of love and care in students through example and instruction. Therefore, expectations and consequences regarding student behaviour are communicated along with forgiveness, empathy, care and understanding.
- † Our classes range from Reception to Year 9, with an average class size of 24 students. We have an enrolment of approximately 364 students.
- † We welcome all families with a commitment to a Christian values education. Place allocation gives consideration to Catholic Parish membership, as well as the wider Christian community.





## ENROLMENT IN RECEPTION

Children are under compulsion to attend school between the ages of 6 & 16 years.

Intake for Reception commencing in 2024:

- † Children who turn 5 years old up to 30<sup>th</sup> April in each calendar year will be enrolled in the Reception at the start of Term 1 and spend four terms in Reception.
- † Children who turn 5 years old up to 31<sup>st</sup> October in each calendar year are eligible to commence Reception at the start of Term 3 and will spend 6 terms in Reception.

The decision to commence mid-year has a number of implications. St Joseph's School, Clare, asks that you seriously consider the following:

- your child will not be accessing their full Pre-School services (missing 6 months)
- your child will be required to complete a minimum of 6 terms of Reception
- your child will be entering a primary classroom setting after only 2 terms of formal Pre-School. It should be noted that under the Enrolment Policy of Catholic Education South Australia, *'families are encouraged to seek full Pre-school entitlement for their child'*.

## TRANSITION TO ST JOSEPH'S SCHOOL, CLARE

At St Joseph's School, Clare we foster close relationships with the kindergartens / early childhood centres in our district. We have processes in place to ensure we get to know the children prior to commencing school.

All new school starters are invited to attend transition visits as a lead in to beginning school. The first visit consists of a 2-hour session; the length of each subsequent session then gradually increases to allow the children to eventually experience the reality of attending school for a full day.

Parents are invited to share morning tea with other parents from the Reception class and members of the school community on one of these visits, and again at the commencement of the child's first full term at school.

## TRANSITION TO MIDDLE SCHOOL

St Joseph's School, Clare offers Year 7 - 9 in a purpose-built Middle School facility.

## TRANSITION TO SENIOR SCHOOL

We work with all families and students to ensure a smooth transition to their chosen pathway school for senior high school years.





## SCHOOL UNIFORM

We believe uniform is important as it:

- † Identifies St Joseph's School in the community.
- † Is a symbol of equality among students.
- † Demonstrates a sense of pride in belonging to this school.
- † Recognises and reflects our Josephite tradition.

**Your child will be required to attend school in correct uniform at all times.** To ensure that this policy is adhered to, we request and seek the total support of all families in maintaining the excellent appearance of our children in the school and in the wider community.

When a child is not in correct uniform a note to parents will be issued.

Sports uniform will be worn on days that Physical Education lessons occur.

Hats are to be worn in Terms 1 & 4 during outdoor activities. During these terms we have a "No Hat, No Play" policy. This policy has been developed in line with Cancer Council guidelines.

If there are any queries about this uniform policy, please do not hesitate to contact the Principal for further clarification.

<b>GIRLS</b>	<b>BOYS</b>
<b>Summer (Terms 1 &amp; 4)</b>	<b>Summer (Terms 1 &amp; 4)</b>
Check Cotton Dress	Mid Blue Shirt
Navy blue Polar Fleece Jumper with logo OR Navy blue Rugby Top with logo	Navy blue Polar Fleece Jumper with logo OR Navy blue Rugby top with logo.
Black Shoes or Navy Sandals	Grey trousers or shorts
White socks- knee high or crew (Not sockettes)	Grey socks (Not sockettes)
Navy Blue School Bucket Hat	Navy Blue School Bucket Hat
Navy Blue/Gold/White Hair accessories	Black Shoes or Brown Sandals
<b>Winter (Terms 2 &amp; 3)</b>	<b>Winter (Terms 2 &amp; 3)</b>
Check Cotton Dress	Mid Blue Shirt
Navy blue skivvy or crew neck long sleeve	Grey trousers
Navy blue tights or navy socks – knee high or crew (not sockettes)	Sky blue skivvy or crew neck long sleeve
Rec- Yr 6: Navy blue Polo Fleece Jumper with Logo OR Navy blue Rugby Top with Logo Yr 7 – 9: Middle School Ruby Top	Grey socks (Not sockettes)
Navy Blue Waterproof Jacket with Logo (optional)	Rec- Yr 6: Navy blue Polo Fleece Jumper with Logo OR Navy blue Rugby Top with Logo Yr 7 – 9: Middle School Ruby Top
Black Shoes	Black Shoes
Navy Blue scarf/gloves (optional)	Navy Blue scarf/gloves (optional)
Navy Blue/Gold/White Hair accessories	Navy Blue Waterproof Jacket with Logo (optional)
<b>Sports Uniform</b>	<b>Sports Uniform</b>
Blue/Gold Striped Polo Shirt with Logo	Blue/Gold Striped Polo Shirt with Logo
Navy Blue Shorts/Track Pants /Skort (no logos/stripes)	Navy Blue Shorts/Track Pants (no logos/stripes)
White socks	White socks
Predominantly white sports shoes & laces	Predominantly white sports shoes & laces
Navy blue school bucket hat	Navy blue school bucket hat
*TERMS 2 & 3 – Navy long-sleeved tee, available from uniform shop, can be worn by both girls and boys underneath sports polo shirt for warmth.	

The UNIFORM SHOP is open every Wednesday morning of the school term from 8.30am-9.00am, and each weekday morning during the first week of each term.

## SCHOOL CURRICULUM

Teaching and learning at St Joseph's School aims to provide a broad and relevant education that is appropriate to the learning needs of each student along a continuum of learning in the areas of:

### SA Catholic Schools Framework (Crossways and Made in the Image of God):

- † Religious Education

### The Australian Curriculum:

- † English
- † Mathematics
- † Health and Physical Education
- † Humanities and Social Sciences (HASS) comprising History, Geography, Civics and Citizenship & Economics and Business.
- † Languages (Japanese)
- † Science
- † Technologies (Design and Technologies & Digital Technologies)
- † The Arts (Dance, Drama, Media Arts, Music and Visual Arts)

Please refer to our *Middle School Handbook* for a more comprehensive summary of Year 7-9 Curriculum.

## RELIGIOUS EDUCATION

The Religious Education program aims to promote the spiritual and moral development of students within the context of a Catholic Christian tradition. Students are encouraged to see themselves as people created by a loving God, and to respond to that love according to their age and stage of development. Our students learn about the Catholic faith through scripture, liturgy, tradition and the lives of the people and world around us.

Students have the opportunity to engage in religious practice through their participation in classroom prayer and reflection, whole-school/small group and Parish liturgical celebrations, and Sacramental programs. Students have the opportunity to play an active role in the Sevenhill Parish in a variety of ways including Altar Serving, engaging in Sunday evening Liturgy of the Word and participation in monthly Family Mass.

St Joseph's Clare supports a range of social justice programs such as Project Compassion and Catholic Charities.



## ENGLISH

Our staff use a wide range of strategies to ensure your child reaches their potential as confident and creative communicators. Teaching and learning programs plan for comprehensive development of your child's listening, reading and viewing, and speaking, writing and creating skills as they engage with and develop an appreciation for literature.

A Key Literacy Teacher (KLT) works closely with classroom teachers to support the literacy needs of students across the year levels, and provides specific support for the implementation of the Early Years Assessment and the National Assessment Program – Literacy & Numeracy (NAPLAN). As intervention strategies, we provide Reading Recovery with a trained teacher and the Rainbow Reading program.

## MATHEMATICS

At St Joseph's School, mathematics learning is an active and engaging experience for your child. We aim to develop knowledge and understanding of mathematical concepts by encouraging students to apply numeracy and critical and creative problem-solving skills to authentic mathematical problems. Catering for diverse learning styles, we support learning with a wide range of teaching approaches and equipment, enabling your child to construct their own knowledge and make informed mathematical decisions.

A whole-school focus on developing fluency in number strategies is maintained through the use of Quick Numbers. Children who require additional support are assisted by trained staff in the QuickSmart Mathematics Intervention Program.



## HEALTH & PHYSICAL EDUCATION

Students participate in weekly Health and Physical Education lessons that include a physically active lesson conducted by a specialist Physical Education (PE) teacher. Students also participate in several daily fitness sessions with their class teacher throughout the week. There is a strong emphasis on the acquisition of fundamental movement skills, game sense and cooperative skills, strategies for improved fitness and a healthy lifestyle, and personal growth to ensure your child develops a strong sense of self, builds, and sustains respectful relationships.

We are proudly involved in the 'Sporting Schools' program where skilled instructors provide students with the opportunity to experience a wide variety of sports as an extra-curricular activity. Information is provided each Term in our school newsletter. Our School is also heavily involved in SAPSASA, SSSA and Catholic Sports Sporting Carnivals.

## HUMANITIES & SOCIAL SCIENCES (HASS)

The HASS learning area encompasses the study of Geography, History, Civics and Citizenship (Years 3-9), and Economics and Business (Year 5-9). A variety of learning experiences and teaching strategies are used to promote the knowledge, skills, attitudes and values that enable students to participate as active and informed citizens, in a democratic society within a global community. This learning area provides a broad understanding of the world in which we live, and assists your child to develop knowledge about Australia, its people, its Indigenous and non-Indigenous cultural and environmental heritage, its political, economic and legal systems, and its place in the world. Our students' participation in the Year 7 camp to Canberra supports our HASS programs.



## LANGUAGES (JAPANESE)



All students from Reception to Year 6 learn Japanese as a Language in addition to English. A specialist teacher is employed to teach Japanese, with an emphasis on functional grammar as a basis for developing both conversational and written language skills, and an understanding of the structure of both English and Japanese languages. With explicit links to the student's own language and culture, care is taken to incorporate social, cultural and historical aspects of the Japanese language and its people, and provide the opportunity for students to reflect on the impact of language and culture on their own identity. Concepts taught in the Japanese classroom reinforce learning also in, for example, Mathematics, Geography and Science.

Weekly Japanese lessons are complemented by opportunities for involvement in additional competitions, such as the national Art Speaks Japanese competition, and community-based initiatives with visiting Japanese delegations. Pre-Covid, students in Year 7 were provided the opportunity to participate in the local Council's two-week exchange to our sister city, Bizen, in Japan. We wait to see if this opportunity will be re-established post-Covid.

## SCIENCE

As educators of your child, we believe that Science is a fundamental process of discovery, through which students gain knowledge and understanding of the physical, biological and technological world. We acknowledge students' innate sense of curiosity and nurture and extend this through a collaborative and creative activity-based curriculum. Our Science & Maker Spaces learning areas enable teaching programs to include direct 'hands-on' experiences, research and scientific investigations that further challenge students' understandings and develop inquiry skills to more deeply explore and make sense of our world.



## TECHNOLOGIES (DESIGN & TECHNOLOGIES AND DIGITAL TECHNOLOGIES)



Our 1:1 implementation of computer devices enables staff to plan and implement learning experiences for your child that engage them in deep learning based on inquiry and problem-solving. Students use a broad variety of available resources to develop their ideas through practical and authentic activities, with teaching and learning programs integrating Design and Digital Technologies understandings and skills across the curriculum to further enrich your child's learning and application.

We are committed to the integration of Information and Communication Technologies (ICT) across the learning areas, promoting the development of confident, creative and productive users and designers of technology. Our integration of ICT across the curriculum is complemented by interactive whiteboard (IWB) technology in all classrooms and class banks of networked computers and internet access. We are very proud of our facilities and growing digital technologies resources, which now include a variety of robotics sets, 3D printers, laser cutter and VR to ensure your child is able to access up-to-date and relevant learning opportunities. Computer software such as *PowerPoint*, *Excel* and *Word* are used extensively at all year levels, as well as online platforms such as those provided through Office 365 and specialised programs for specific subject areas.

We are committed to ensuring your child is a responsible digital citizen, including the safe and ethical use of technologies (such as the internet) in all teaching and learning programs.

## THE ARTS



With the introduction of the five Arts subjects of The Australian Curriculum, many experiences are offered through learning The Arts. Designated Music & Visual Arts learning spaces support a focus on exciting the imagination of our students and inspiring them to reach their creative potential, teaching and learning programs enable students to develop confidence also in performance, where they are provided regular opportunities to showcase the dance, drama, media, music and visual artworks they create. We have a specialist teacher who provides Performing Arts instruction across all Year levels. In addition, an engaging program of visiting performances scheduled throughout the year further complements student learning in The Arts.

Years 5, 6 and 7 students access weekly recorder, guitar and drum lessons, respectively. Students from Years 4-7 have the opportunity to audition for a role in the School Band. All students from R-6 also enjoy participating in the highly anticipated visiting dance program each year.

Music tuition (including singing, piano, guitar and drums) is available during school hours by private arrangement between Parents/Carers and Instrumental teachers.



## SUPPORT PROGRAMS TO ASSIST YOUR CHILD'S LEARNING

### LITERACY

In Reception to Year 2, our students learn to read, spell and write through structured literacy instruction. This approach is explicit, systematic and cumulative, ensuring all students develop literacy proficiency. The literacy block includes all the components of reading comprehension and writing.



We use the Sounds-Write phonics programme as a key part of our comprehensive approach to literacy. Our Teachers and Education Support Officers are trained in Sounds-Write to ensure we are providing best-practice, evidence-informed teaching. By incorporating phonemic awareness activities, exposure to rich texts and high-quality literacy instruction, our students achieve reading, writing and academic success.

From Year 3 onwards, students are provided with comprehensive literacy instruction to ensure they continue to develop skilled reading and writing. Explicit spelling instruction moves towards morphology and etymology, and writing at sentence, paragraph and genre level is practised. Using links to curriculum areas, reading and writing tasks are embedded in units of work to advance reading comprehension and writing composition.

### MULTI-TIER LITERACY SUPPORT

Regular screening of all students in Reception to Year 6 allows us to determine effectiveness of **Tier 1** literacy instruction, identifies students whose needs are not being met, and adjusts learning for all. Our multi-tiered intervention program is data driven, allowing all students to access intervention based on need.

#### *Tier 2 intervention*



Sounds-Write - In Reception to Year 4, a trained Sounds-Write tutor provides students with more support than they are receiving from the general curriculum. Tier 2 intervention is more intensive (i.e., small group) and more explicit (step-by-step instruction in the specific area of need) to support students at this level.

Reading Comprehension - In Year 4-9 students are supported to decode and understand more complex texts. This support often uses decodable texts and allows students to practise skills to develop fluency and understanding.

Writing Development – In Year 3-9 students are supported to develop writing skills at sentence and whole text level. This may be in particular subject areas or have a focus on foundational English skills.

#### *Tier 3 intervention*

Sounds-Write, writing development or reading comprehension intervention is provided for those students who require individualised support and/or instruction.

Coordinated by a teacher and supporting parent, the LAP program is facilitated by parents, grandparents and members of the Parish community, to support children's development on a one-to-one basis. LAP volunteers work with a targeted student for a short time each week on academic, social or behavioural tasks. Activities are designed to build the student's self-confidence, develop their interests and talents and support their academic progress; each activity is based on clear individual learning goals.



## QUICKSMART NUMERACY PROGRAM

The Quicksmart Numeracy program was developed by Professor John Pegg & Dr Lorraine Graham at the University of New England, to increase fluency in numeracy for students in the middle years of Primary schooling. Delivered by two Education Support Officers fully trained in the QuickSmart program, the long-term aim of the program is to allow students with learning difficulties in numeracy to undertake higher-order mental processing with greater efficiency and success.

## INDIGENOUS STUDENTS

Our Aboriginal and Torres Strait Islander (ATSI) students are supported with their learning and cultural development through the implementation of Individual Learning Plans (ILP). These are prepared by the class teacher, student and family and coordinated by our ATSI focus teacher. These students attend special functions organised the Catholic Education Office during the year. These functions and other activities are instrumental in developing and maintaining close cultural connections. They are also closely involved in the planning of our whole school celebrations of National Reconciliation Week, NAIDOC week and Indigenous Literacy Day.

## ACTIVITIES TO ENRICH YOUR CHILD'S LEARNING

Children at St Joseph's Clare participate in a range of extra-curricular activities to complement their academic progress at school. These include:

### CAMPS



Students in Years 3 to 9 attend a camp at some stage during the school year. Camps are designed to build on the community and family atmosphere of the school by giving children the opportunity to interact with each other in their class groups outside the regular school environment and routines. This takes place within a well-structured and active program which combines adventure, team building and educational experiences that complement the classroom curriculum.



Year	Camp	Description	Curriculum Links
Year 3	Adelaide (1 night, 2 days)	This camp provides an interactive and hands-on approach to learning, through visits to places such as the Zoo, Adelaide Gaol, Adelaide Oval, Morialta and Living Kurna Cultural Centre (to name a few). Students develop a sense of autonomy and independence, and the camp provides opportunities for relationship building, problem solving and real-world learning.	Science, Health, HASS, English, Indigenous Perspectives
Year 4	Glenhaven Park (2 nights, 3 days)	Students work through a series of challenges which enhance group cooperation, teamwork and leadership skills. This camp promotes problem solving and critical thinking abilities, whilst building confidence and self-esteem.	Health, Design & Tech, Maths, English
Year 5	Victor Harbor (2 nights, 3 days)	This camp provides a hands-on approach to learning and problem solving through activities such as orienteering at Woodhouse, conservation & marine life at the Whale Centre and native animal studies at Urimburra. Students develop social and emotional capacity, communication, teamwork, persistence, resilience and other getting along skills.	Health, HASS, Science, English
Year 6	Port Vincent (Aquatics) (2 nights, 3 days)	Students participate in various water-based activities (eg: kayaking, sailing, knee-boarding), learning about water safety, teamwork and respect & care for the environments we interact with.	Health, PE, Science
Year 7	Canberra (5 nights, 6 days)	Through visits to attractions such as Parliament House, the Electoral Commission and the Australian War Memorial, students gain an appreciation of the responsibilities and privileges of Australian citizenship. Activities complement classroom learning and students take an important step forward in self-development.	Civics & Citizenship, Science, Art, History
Year 8	Deep Creek (3 nights, 4 days)	This camp fosters self-confidence through physical challenges and situations outside student comfort zones. Students engage in bike riding, surfing, hiking and abseiling and experience self-reliant camping in small tents.	Health, PE, Geography
Year 9	Uluru – Journey to the Heart (9 nights, 10 days)	This camp fosters student independence, resilience and teamwork skills. The camp enables students to make a meaningful and real connection to indigenous culture and heritage, on a journey of self-reflection and discovery to their heart and the heart of our country.	English, RE, Languages, Indigenous Perspectives

*Note: Costs of camps are determined each year, and change on a regular basis, so are not included in this document.*



## EXCURSIONS AND PERFORMANCES

To enrich the educational experience at St Joseph's School, Clare, regularly planned excursions and performances are an important part of our offering. We believe that children's experiences beyond the classroom serve to contribute to their growth and development and complement learning in the subject areas.

## LEAD COMMITTEE

Students from Year 1 to Year 9 are nominated for the LEAD committee to represent the school community of St Joseph's.

[LEAD = Lead, Encourage, Act, Demonstrate]



Committee members meet regularly throughout the year to bring forward suggestions from class meetings that are relevant to the work LEAD do to make St Joseph's a better school for everyone.

## SCHOOL SWIMMING PROGRAM

All children participate in the school's annual swimming program, unless prevented on medical advice. It is an Education Department Program convened at the local pool with qualified instructors and conducted in small groups.



## NATIONAL EDUCATION ASSESSMENT COMPETITIONS

Students in Years 3 to 9 have the opportunity to participate in a number of academic competitions throughout the year. These include English (spelling and writing), Mathematics, Digital Technologies and Science.

## SPORT

### ANNUAL SPORTS DAY

Each year, our school teams - Burke, Cleary, Lennon and MacKillop - compete in a range of activities and games for the School's Championship shield.



### SOUTH AUSTRALIAN CATHOLIC PRIMARY SCHOOLS AMATEUR SPORTS ASSOCIATION (SACPSASA) SWIMMING/ATHLETICS CARNIVALS

Children in Years 3 to 6 are eligible to try out for representation at the SACPSASA Swimming Carnival in Term 1 each year. In Term 4, children in these year levels are also eligible to trial for the Athletics team that competes at Santos Stadium in Adelaide.



### SOUTH AUSTRALIAN PRIMARY SCHOOLS AMATEUR SPORTS ASSOCIATION (SAPSASA)

Children in Years 4-6 are encouraged to try out for representation of the Mid North in a variety of SAPSASA sporting carnivals including tennis, softball, netball, swimming, athletics, cross country running and more. Coaching from staff and parents is provided for each competition.

### SECONDARY SCHOOL SPORTS ASSOCIATION (SSSA)

Children in Years 7-9 are encouraged to try out for representation of the Mid North in a variety of SSSA sporting carnivals including tennis, softball, netball, swimming, athletics, cross country running and more. Coaching from staff and parents is provided for each competition.



## KEEPING YOU INFORMED

Communication at St Joseph's Clare is open, friendly and constructive. To keep you informed, the school will provide formal times to invite and encourage you to discuss the progress and development of your child's education; however, teachers will also be available to parents at any time whenever possible throughout the year.

A newsletter is sent home with your child each fortnight to keep you abreast of school activities and information. This is also uploaded to our school website along with a lot of other information. We suggest you visit the website regularly for updates. ([www.stjoclar.catholic.edu.au](http://www.stjoclar.catholic.edu.au))

## ASSESSMENT AND REPORTING

Our policy for Assessment & Reporting is reflective and supportive of the partnership that exists between the teachers, students, parents and caregivers at St Joseph's Clare.

We believe that assessment is a dynamic and collaborative process of gathering information in order to form the most complete picture of your child's progress, achievement and development.

## HOW WE KEEP YOU INFORMED

### PARENT INFORMATION NIGHTS

These are held at the beginning of each year, within the first three weeks of the term. Parents, as a group, meet with their child's teacher and are introduced to the classroom curriculum, routines and expectations.

### CLASS NEWSLETTERS

Curriculum overviews and class news updates are sent home by teachers on a regular basis throughout the year.

### PARENT/TEACHER INTERVIEWS

Formal interviews between teachers and parents/children take place in Term 1 and are optional in Term 3. Parents are invited to list agenda items they wish to discuss at these interviews.

### INFORMAL INTERVIEWS

Class teachers speak to parents when necessary and teachers are always available to discuss your child's progress should you seek to do this.

### FORMAL REPORT

A semester report is issued at the end of Terms 2 and 4.

### FIRST YEARS OF SCHOOL LITERACY ASSESSMENT (FYOSLA)

All children in their 5<sup>th</sup> term of school are assessed using the First Years of School Literacy Assessment to gather data about their early literacy development.

## PARENTAL INVOLVEMENT

At St Joseph's Clare we value parents as the first educators of their children and we strongly promote the development of teacher/parent relationships to support your child's learning. Parents are also actively encouraged to be involved in as many aspects of school life as possible.

We believe the school is a place for students, staff and parents. St Joseph's Clare is well known as a school which values community and fosters all elements working together.

Hearing children read, attending class and school functions, assisting class teachers with children's learning, coaching sports' teams, getting involved in the Parents and Friends Association, canteen and working bees, are just a few examples of the many ways parents share their expertise and become involved in the life of our school.

We aim to build an environment in which parents feel welcome, and which fosters the growth of a mutually beneficial partnership between parents, teachers and students. We believe that only then can a child receive the maximum benefit from his or her education.

The School Board and the Parents and Friends are formally constituted groups with parent membership. You are welcome and encouraged to be a part of the School Board, Parents & Friends Association or one of its sub-committees.

These parent groups play a vital and important role in building a strong sense of community at St Joseph's Clare.



## SCHOOL BOARD

The School Board is elected by the parents to represent the school community in administering the school's financial management and pastoral care as well as policy direction, maintenance, planning and evaluation.

The membership of the 2024 School Board is:

Chairperson:	Dr Morne Scheepers
Vice-Chair:	Mr Denny Polden
Principal:	Mr Peter Shearer
Assistant Principal:	Mr Tom Gilligan
Treasurer:	Mr Matt Butler
P&F Representative:	Mrs Jess Redden
Parish Priest:	Fr Kieran Gill SJ
Staff Rep:	Mrs Michelle Edmondson
Minute Secretary:	Mrs Sarah Werfel
Members:	Mrs Olivia Barry Mr Troy Camilleri Mrs Carlyn Sherriff Mrs Melanie Considine

## PARENTS AND FRIENDS ASSOCIATION

The Parents & Friends Association meet regularly and encourage parents to share ideas and expertise with each other.

All families are encouraged to attend these meetings whenever possible and support P&F activities throughout the year in whatever way they can.

Parents & Friends Executive for 2024:

Chairperson:	Mrs Sophie Millington
Secretary:	Mrs Abbe Weckert
Uniform Coordinator:	Mrs Vicky Smith
Canteen Coordinator:	Mrs Jane Adams/Ms Jennifer Chestnut/Mrs Helen Hay
Board Representative:	Mrs Jess Redden





## FEES AND PAYMENT - 2024

### TUITION FEES:

<b>Primary (R-6) Full Fee:</b>	First Child:	\$3080.00 per annum
	Second Child:	\$2156.00 per annum
	Third Child:	\$1540.00 per annum
	Fourth Child:	\$ 770.00 per annum

<b>Secondary (7-9) Full Fee:</b>	First Child:	\$3300.00 per annum
	Second Child:	\$2310.00 per annum
	Third Child:	\$1650.00 per annum

### Low Income [School Card]:

You may be eligible for lower income fees if you qualify for School Card in 2022. The School Card Scheme, administered by the South Australian Education Department, is a means tested scheme to provide assistance for low-income families towards the cost of school books and other school charges. Families who qualify for support under the SA Government School Card Scheme receive a discount against Tuition fees. You are invited to discuss your eligibility with our Bursar.

First Child (Primary):	\$1900.00 per annum	First Child (Secondary):	\$1980.00 per annum
Second Child (Primary):	\$1330.00 per annum	Second Child (Secondary):	\$1386.00 per annum
Third Child (Primary):	\$ 950.00 per annum	Third Child (Secondary):	\$ 990.00 per annum
Fourth Child (Primary):	\$ 475.00 per annum	Fourth Child (Secondary):	\$ 495.00 per annum

Tuition Fees cover the costs of:

† Tuition expenses	† Photocopying
† Stationery	† Textbooks
† Art/Craft materials	† Technology (ICT software & hardware)
† Sports equipment	† Music
† Religious Education resources	† Insurance (24/7 cover for our students)
† Library resources	† Building & Maintenance expenses

**SWIMMING LEVY:** \$60.00 (Years 1-9) \$50.00 (Rec)

This amount covers pool entrance and swimming instruction, and is billed in Term 4 (Note: Year 6 students do not participate in swimming lessons as they partake in an Aquatics camp.)

### PERFORMANCES:

As part of our Arts program we offer a variety of guest artists and performances to students throughout the year. Costs are invoiced across the four terms of the year.

### CAMPS & EXCURSIONS:

Excursion costs vary per year dependent on the camp activity, and are billed to your school account in the relevant term.

### PAYMENT:

School Fees are billed each term, with payment due by the end of the 5<sup>th</sup> week of the relevant term. A payment plan can be negotiated to meet individual needs. This may consist of lump sum payments, fortnightly direct debit, or assistance through the School Card program. Please contact our Bursar if you would like to discuss payment options.

*This information should be read in conjunction with our School Fee Policy which is available on our website.*



## STAFF 2024

Principal	Mr Peter Shearer
Assistant Principal	Mr Tom Gilligan
Parish Priest	Fr Kieran Gill SJ
Religious Education (APRIM)	Mrs Helen Hay
Reception	Miss Maddi Peacock
Year 1	Miss Laura Turley
	Mrs Debra Lemon
	Mrs Danielle Niedorfer
Year 2	Ms Sheree Schmaal
	Mrs Sarah Lawson
Year 2/3	Mrs Kerrie Weckert
Year 3	Miss Lauren McKenzie
	Mrs Leanne Nield
Year 4	Mrs Kylie Murphy
	Mrs Leanne Lang
	Mr Tim Packer
	Miss Lucy Schumacher
Year 5	Miss Jemimah Woodhouse
Year 6	Mrs Emma Ruffles
	Mr Daniel Harding
Year 7	Mr Brendan Ackland
	Ms Kirsten Mooney
Year 8	Miss Leah Carling
Year 9	Ms Meredith Crawford
Aboriginal and Torres Strait Islander Focus Teacher	Mr Tim Packer
ICT	Mrs Alex Roberts
Japanese	Ms Rebecca Wundke
Indigenous Culture + MS PE	Mr Damien Coulthard
Performing Arts	Mrs Mandy Bell
Physical Education	Mr Peter Shearer
	Mrs Kylie Murphy
Key Literacy / Adaptive Ed	Mrs Michelle Edmondson
Key Numeracy	Mrs Charlotte Heinjus
QuickSmart Program	Mrs Sheridan Laws
	Mrs Frances Sandow
Education Support Officer	Ms Emily Elsworthy
	Ms Carly McInerney
	Mrs Nicola McMurray
	Miss Ellie Redden
	Miss Molly Ross
	Mrs Vicky Smith
	Mrs Helen Smith
	Mrs Rachel Strong
	Mrs Delvene Mathie
Well-Being Officer	Mrs Kerry Davy
Instrumental / Music	Mrs Sarah Werfel
Bursar	Ms Gabrielle Kitschke
Administration	Mrs Nicola McMurray
	Mrs Jodie Tonkin
Grounds Person	Mr Don Heath & Ms Chutikarn Kuntanida
Contract Cleaner	